



LETTER BOX AND PERSONAL ITEMS

H. N. Russell, coach of the Masonic Home Football team, writes:

"As to the advisability of a rule in regard to post-season and charity games, I believe it would be advisable to have a rule to that effect because there must be some stopping place and, too, it would relieve the schools of pressure that is sometimes put on them."

Ordering an additional supply of spelling lists, H. C. Cheek, Superintendent of Schools at Como, writes: "This is the fourth order for our school this year, and proves our opinion of the value of the spelling contest. We are also entering several other League contests."

The spelling list is being used in both high schools at San Benito, "as a basis for our spelling work," according to the Superintendent, Thos. Y. Yoe.

Max D. Aldridge, of Levertt's Chapel Independent School (Overton) reports League work "progressing nicely" in that county.

Word comes from Borger that the following teachers will have charge of preparation of pupils for entry in the county meet: Debating is in charge of Miss B. Angie Boyle; declamation, Mrs. Ella Pitts; extemporaneous speaking, Miss Nell Galloway.

Mrs. Tillie Kruger, of Mexia, who will be remembered as a coach of one-act play who some years ago brought one of the finest casts ever seen in the State Tournament, has apparently turned her attention to debate. The local Mexia paper states that she is this year coaching the debate entries for the Mexia high school.

(See — LETTER BOX — Page 4)

### Constant Outline-Revision in Extemporaneous Speech

MRS. W. B. ROSELLE, of the public speaking department in Brackenridge High School (San Antonio) offers a few points in a recent letter touching preparation of pupils for participation in the extemporaneous speech contests, an event in which she has had long and exceptionally successful experience:

Your reference to the problem of memorized speeches is interesting. I think it might be possible for some to memorize most of their speeches; however, I find that my pupils have to keep revising their ideas on topics now. In the past four months many things have happened to almost completely change some of these speeches. I recognized some memory work in the state contest at Austin last May, but I suppose they just knew a few and were lucky. However, my contestants are usually prominent leaders of the school. Presidents of clubs or a class. They take five courses and have a straight "A" card, so it does not give them time for memory work. I try to have my pupils read much parallel material on these big subjects so that they see these problems in a big way. For example, in that problem of "The Security Wage," we have not only read this article, but we have studied up on the "dole" and various kinds of plans for workers, dividends, the Swope plan and many others. Maybe we do it in too thorough a way but this course is designed to foster the habit of reading about world affairs, so I'm trying to encourage it.

I can see that your point is well taken, for some little book-worm might get his speeches by rote. However, a good judge can recognize the memorized speech, for it is not sincere and is usually out of date. The memorized speech will have to be eliminated by the coaches. I do not tolerate it even in my beginners. It is an injustice to the child to let him think that he is learning to speak by just saying words like a parrot.

Topics for Extemporaneous Speech will be found on page 4.

## Preparations for County Meets Now in Full Swing Over State

### Blessing Pupils Set High Mark in Spelling Contest



Top row: Emma Louise Bridges, Johnnie Dee Neal; bottom row: Edith Clapp, Clara Marie Neal.

In last year's county meet, Emma Louise Bridges and Johnnie Dee Neal, composing a Junior Team, won first place in spelling; and the sub-junior team composed of Edith Clapp and Clara Marie Neal won in that division. Both teams represented the Blessing Independent School. The sub-junior team from this school has won the county meet in spelling four years in succession, and a team of sub-juniors is now at work to make it "five straight," according to Mrs. J. F. Beard, who is teaching them.

### Michigan Limits Number Football Games to Eight

IN ACCORDANCE with previous instruction by the Council a vote by classes of schools on the maximum number of football games to be played during a season was taken and report made. Of the 265 schools voting, 177, or 66.7 per cent, favored the present rule limiting the maximum number to eight games (Article II, Section 12 (a)). There were 68 schools, or 25.7 per cent, voting for a recommendation of eight games but allowing nine or more if a school desired. Twenty schools, or 7.6 per cent, favored a maximum of nine games. In view of these returns the Council felt that no action leading to a change in the present rule was warranted. —Michigan High School Athletic Association Bulletin, Jan. 1933.

Mere antiquity is in itself nothing respectable, but if it were, our own age is the oldest.—Thomas Hobbes.

## Questionnaire Brings Further Advice on 'Form in Debating'

THERE was published in the January issue replies to a questionnaire on "form in debate." Too late for inclusion in that issue is the reply of Ben Davis, Tutor in Government, The University of Texas. Mr. Davis will be remembered as an Interscholastic League debater and member of one of the state championship teams a few years ago. He was also an intercollegiate debater during his career in the University and was a member of several outstanding teams. His experience in debating qualifies him for giving Interscholastic League debaters sound advice. His reply to the questionnaire follows:

1. In a debate, should the first speaker of the affirmative take up much of his time in origin of the question, history of the question, admitted matter, etc.?

The type of question usually under discussion in Interscholastic League debate contests does not require lengthy recitals concerning the history and origin of the question. A short introductory statement in this regard

### Prospects for Banner Year in League Forecast By Directors

REPORTS from various sections indicate that League county organizations are active throughout the State. Cooke County reports a "tandem meet" as follows:

The Cooke County Interscholastic League meet will be extended over a period of three weeks instead of being held on two days in March, it was decided at a meeting of the executive committee held here.

The change was made in order to give more prominence to the rural school events, and to make possible the conduct of postponed events in case of rain, prior to the district meet.

On March 11, eliminations in playground ball, tennis and volley ball will be held. The one-act play tourna-

(See COUNTY MEETS — Page 4)

## SLIGHT CHANGE IN ARITHMETIC TESTS

### Problems Requiring Exact Answers Will Be Indicated on New Test-Sheets

ARITHMETIC teachers will be interested in the Official Notice in this issue of the LEAGUER to the effect that those problems requiring exact answers will be so designated on the sheets used in this year's county meets.

This seems to meet with general approval. One arithmetic teacher writes:

"I think the test will be thoroughly fair and satisfactory if the problems, to which exact answers are to be given, are designated on the test sheet, so that the contestant will know when to give the exact answer and when an approximate.

"It was the uncertainty of the whole thing that made it very trying on the contestant. He was thrown into a quandary. Each new problem called for a separate decision. Should it be approximate or exact?"

"He had a definite plan for each, but he didn't know which to use. Time was precious and it took longer to give an exact answer than an approximate. As a result of all this some became confused and were greatly handicapped."

should be sufficient. It is quite effective, in some instances, to use historical matter in the support of statements made in argumentation. The question of admitted matter, if any, should be dealt with in a short statement near the opening of the speech.

2. What is a graceful way for the first on the negative to start his debate? Should he restate the question? No hard and fast rule can be set regarding the opening of the first negative speech. It should be dependent upon the manner in which the first affirmative speaker has treated the question. If he, the affirmative speaker, has placed the negative in an unfair position by his statement of the question and admitted matter, it is wise for the first negative to give a restatement of these matters, pointing out the reasons for disagreement with the affirmative speaker and the logical and authoritative bases supporting the corrections made. In case no objection is taken to the plane on which the affirmative speaker has launched his arguments, a very effective opening for the first negative is a short rebuttal of one or some of the arguments of the affirmative. In most cases this can be accomplished with slight changes, those necessary

(See QUESTIONNAIRE — Page 4)

## DIVISION OUTLINE FOR DECLAMATION

### Change in Rules Causes Many Inquires from Those Interested in Contest

CHANGES in declamation this year have caused some confusion in the minds of teachers having this contest in charge, and many letters to the League State Office have resulted. In order to clarify the situation, a special circular has been issued outlining the proper divisions. The circular follows:

#### County Meets

I. High school: 1. senior boys; 2. senior girls; 3. junior boys; 4. junior girls.

II. Rural school: 1. senior boys; 2. senior girls; 3. junior boys; 4. junior girls.

III. Ward or grammar grades: 1. senior boys; 2. senior girls; 3. junior boys; 4. junior girls.

#### District Meets

I. High school and ward or grammar grades: 1. senior boys; 2. senior girls.

II. High school: 1. junior boys; 2. junior girls.

III. Ward or grammar grades: 1. junior boys; 2. junior girls.

IV. Rural school: 1. senior boys; 2. senior girls; 3. junior boys; 4. junior girls.

Notes

1. All junior divisions use standard poetry—see Rule 4, page 36, Constitution and Rules.

2. All senior divisions use prose—see Rule 4, page 37, Constitution and Rules.

Suggestion

It is manifestly unfair to both contestants and judges to require more than one contestant to be ranked in a single contest. Read paragraph in bold-faced type in Rule 6, page 37, Constitution and Rules.

## 7 OBJECTIONS TO GIRLS BASKET BALL

### Writer Believes This Sport Should Be Confined to Intramural Activity

(By Supt. O. C. Southall, Seminole)

I HAVE registered my opposition to the tournament plan for girls' basket ball on the following grounds:

1. The plan was suggested too late for successful operation this year in that not sufficient time remains for determining the county champions.

2. The plan involves too much travelling expense and loss of time.

3. It seems to be intended to force the hand of the Interscholastic League—it is better to stay in the fold, than to go off at a tangent, and if the League has seen fit to not sponsor such athletics there is some good reason for it.

4. The plan stresses too much the "championship" idea in athletics, which is proving to be a not unmixed blessing in all forms of athletics—the emphasis on the winner instead of on the game and how it is played.

5. There is no need of such a plan as all the teams can schedule as many games as they need to play without such great amount of travelling and other expense including loss of time—at this time there is need to convince the public that schools are not wasting either time or money, and the plethora of basket ball tournaments is doing just the opposite of that.

6. The tournament is too hard on girl players since under the excitement of such a series of contests the temptation to play whether in proper condition to do so is too great to be resisted by either coach or player.

7. A fixed schedule of games for girls is not advisable for small school teams at least, since with the small squads all players will have to play regardless of whether all are in condition to do so.

If all coaches were chiefly interested in the welfare of the entire student body rather than in the show of championship contests the matter of athletic contests would take care of itself. Girls basket ball has gone "hog wild" in the Plains Section of Texas.

(See QUESTIONNAIRE — Page 4)

## Santa Anna Arithmetic Teams Win 7 County Championships



Front row, left to right: 1932 team—Jeanne Werner and Emma John Blake; 1931 team—Bess Inez Shield, Dosh T. McCreary, and Eddie Vaughn Mills.

Middle row, left to right: 1929 team—Ruth Niell and John David Harper; 1930 team—Clifford Wheeler, Edwin Niell and Clifford Oder.

Back row, left to right: Mrs. Chas. W. Evans, teacher and coach for all teams, Eddie Paul Voss, member of 1926 and 1927 teams; 1928 team—Carl Flores, Woodrow Niell, and Emmett Stiles. Absent from 1926 team: Buster Turner and Afton Pieratt. Absent from 1927 team: Irene McCreary and Wilburn DuBois, Jr. Absent from 1930 team: Freda Brusenhan. Absent from 1929 team: Deggs Traylor.

SEVEN YEARS consecutive championships in "Number Sense" contests is the remarkable record of the seventh graders of the Santa Anna Elementary School. J. C. Scarborough, superintendent of the Santa Anna schools, took the trouble to get the above group together, although some of them have already been graduated from high school. He couldn't get all members of championship teams together, but he secured a goodly portion of them.

It will be noted that there are three Neills in the group. These Neills are all from the same family, and this might be a note of interest for students of heredity. "Number Sense" seems to "run in the family."

Mrs. Charles W. Evans, whose picture appears in the group, left end of back row, has taught and coached each of these teams. Mrs. Evans says that preparing the pupils for the arithmetic contest is a simple task. "They use the booklet 'Developing Number Sense' and all the test sheets available. The key to the undertaking is work, and the pupils enter into it wholeheartedly and enthusiastically since they have been habituated to plenty of work in our school."

## WHITESBORO ACTIVE

### BASEBALL

Each school interested in baseball is reminded to get in touch with its district director of athletics and urge an early meeting to organize for baseball. Refer to page 98 of the Constitution and Rules and follow regulations beginning thereon with the following exceptions:

The organization meeting should be held by March 1, 1933. District championships must be certified by April 22.

A region may be composed of two or more districts.

Regions as listed on page 99 will be continued, except district 27 will be added to Region IV.

Bi-district games must be played by April 29 and the final game or series for Regional Championship not later than May 13.

(See — WHITESBORO — Page 4)

## Culver Scholarship Awards Open to Eighth Grade Boys

PROFESSOR FRED C. AYER, Educational Administration, The University of Texas, is Chairman of the Committee on Award for Texas of the Emily Jane Culver Scholarships, examination for which will be held on March 18 in the following Texas cities: Abilene, Alpine, Amarillo, Austin, Beaumont, Breckenridge, Brady, Brownsville, Dallas, Del Rio, El Paso, Fort Worth, Houston, Huntsville, Kingsville, Laredo, Lubbock, Matador, Midland, Nacogdoches, San Angelo, San Antonio, Texarkana, Tyler, Uvalde, Victoria, Waco, and Wichita Falls.

The candidates selected for final examination will be required to ap-

pear before the State Committee on or about May 6.

For Eighth Graders

These scholarships, each for \$4,500, are open to eighth grade boys, not less than 13 nor more than 15 on April 1, 1933. Applications must be filed with the Secretary of the Emily Jane Culver Scholarships, Culver, Indiana, not later than March 1, 1933.

Professor Fred C. Ayer, University Station, Austin, Texas, to whom application should be made for complete descriptive circular, furnishes the LEAGUER additional information concerning these valuable awards, as follows:

Four scholarships in Culver Military Academy are to be awarded in 1933. These scholarships are among a group of twelve established by the Board of Trustees of the academy in

(See — CULVER — Page 4)

## DIRECTOR ADVISES EARLY COLLECTING

### Winter Rains Make "Good Pickings" in the League Wild Flower Contest

CAPACITY for enjoyment of life is greatly increased by the systematic and intelligent study of nature, according to Dr. B. C. Tharp, Director of the Wild Flower Contest of the University Interscholastic League.

"Not so long ago," says Dr. Tharp, "a boy who yielded to his parents' desire and took up the study of music, especially if he took up piano music, had to fight and lick every boy in his neighborhood to prove that he was a real boy. Fortunately, that time is past; but there is now just as foolish an idea that to concern one's self with learning the names, characteristics, family traits and relationships of plants is to be 'sissy'. As a matter of fact, such studies as definitely increase our capacity to enjoy life, whether busy or at leisure, are giving us something money cannot buy nor the lack of it deny. The study of any feature of nature—birds, flowers, trees, snakes, toads, worms, or anything else—is the investigation first hand of the Creator's own handiwork. Such study has nothing whatever to do with whether a boy is 'sissy' or a girl a 'tomboy'; but it does increase many fold his or her capacity to enjoy life.

"Shakespeare had a mind to springs such as this one promises to be when he recorded early appearances on English meadows 300 years ago.

"So the director of the wild flower contest makes no apology for his undertaking. January has brought us an abundance of rain and already the first winter flowers—blueets, yellow and white daisies, midget mustards, winter mints are shyly appearing among the dead stalks left by the first winter freeze. It is therefore time now to get into the collection of material to enter in the contest next year. Read what the Constitution and Rules has to say about the contest, and then act!

(See — DIRECTOR — Page 4)

## 4 YEARS ENOUGH FOR GRADUATION

### Writer Takes Satirical View of Plea for Five Year Allowance in High School

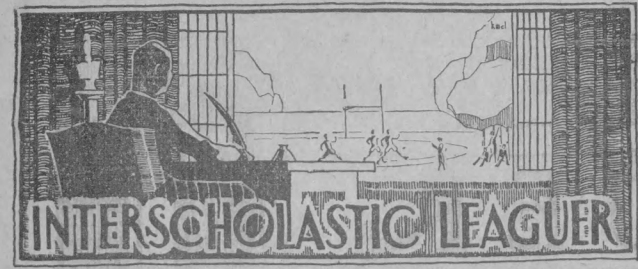
(By C. W. Feuge, Superintendent of Schools, Fredericksburg)

AFTER the smoke of those brilliant arguments set forth in favor of the ten-semester rule and the more liberal transfer rule in order to have winning football teams has cleared away, a few prominent assertions and a few undeniable facts stand out rather painfully evident. The advocates of the ten semester rule, some of them among the bolters of the Interscholastic League a few years ago, tell us positively that it takes five years instead of four years to complete our four-year high school course. What professors of secondary education and well-trained superintendents of schools could not see, these winning football coaches saw in less than one year—that is, since the eight semester rule was adopted.

### Lengthen Elementary Course

Now that it is definitely and beyond successful contradiction established that it takes 25 per cent more time to complete the high school course, it follows logically that it must take also 25 per cent more time to complete the elementary school course, since they were worked up together. That will make the elementary school course eight and three-fourths years. Thus our public school course requires a total of thirteen and three-fourths years for completion instead of eleven years as we have been told. This makes our

(See — 4 YEARS — Page 4)



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ROY BEDIČEK Editor

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PUPILS often write to the State Office for rulings relative to points which arise in the administration of League contests. It is obvious that the teacher or principal should make such inquiries. It would be quite impossible and, if it were possible, very confusing, for the State Office to carry on a general correspondence with pupils relative to such matters. Often it is not clear whether or not a given letter is from a pupil or teacher, and in case of doubt, the letter is answered on the presumption that it is from some official in the school. If the letter bears evidence that it is from a pupil, it is referred to the principal of the school. It would be of assistance to the State Office if those who request information would sign their letters in an official capacity.

REPORTS of the use of "Posers for the English Classes" come in gratifying numbers. One teacher has organized in one of her classes a kind of contest based upon this column in the LEAGUER. The selections are dictated to the class and corrections required. The papers are then collected and put away until the next issue of the LEAGUER which contains the corrections, by which the answers of the pupils are scored. The names of the five pupils making the highest score are placed on the board and maintain this place of honor until they are displaced by the next month's results. Another teacher writes that she finds the column excellent supplementary material for classes in composition and rhetoric. We shall be glad to hear from other teachers suggesting ways in which the column can be used in connection with the teaching of English.

IN THIS issue of the LEAGUER, Miss Florence Lowe attempts to untangle the terms "realism, idealism, and impressionism" for those teachers who are preparing pupils for the "unfamiliar" portion of the picture memory contest. Many have been the letters of late coming into the League office inquiring just how this subject may be explained to children. With this article in hand, we advise inquirers to select from the memory selections those pictures which most clearly illustrate the principles set forth in Miss Lowe's article and study them carefully. Then present them to the children with the explanations suggested. Some seem to think this is beyond the fifth grader, but it will be found that these children have sharper eyes for such distinctions than many grown-ups have. The purely memory work is important, but the items called for in the test on "unfamiliar" pictures will build upon and enlarge the child's appreciation of pictures.

SCHEDULES for 1933 football games, both high school and college, are now appearing in the papers. Some of them seem to be prepared with due consideration of the fact that players are supposed to be bona fide pupils in the institutions represented, while other schedules have a decidedly professional aspect. One southwestern conference institution seems determined to out-Notre Notre Dame. For its opening game just as school starts it schedules an eleven hundred mile excursion. The following week the team travels only 400 miles. Then follow two home games, but the next three games call for approximately four thousand miles of travel. A breathing spell of two weeks follows and then two final games call for nine hundred miles on the train, or bus. In all, this team, if it fulfills its announced schedule, will travel 6,210 miles to play eleven games, and be absent from school about one-third of the time. These players are expected, of course, to remain scholastically eligible and some of them are "working their way" through school.

STAMPS cannot be accepted for bulletins, or other material furnished from the State Office. The reason is that they cannot be sold. It is easy enough to find a purchaser for ten or fifty cents worth of stamps, but it is exceedingly difficult to find purchasers for a hundred dollars worth. The big users of stamps have machines and purchase their stamps in rolls fitted for the machine. Stamps sent to the League office come in broken sheets, crumpled up often by tumbling about in the mails, and hence are unmarketable except by a species of peddling at which one could hardly make wages if he were furnished a free supply

of them. It has been suggested that the League office use the stamps on its own mail, but this is not feasible, as all of the League mail is sent out through the Stenographic Bureau of the Main University, where stamping machines using rolls are in use. Hence, since bulletins are furnished at cost of printing and mailing, it is quite impossible to send bulletins in return for stamps. Our Publication List announces this fact in italics and has carried this announcement for a number of years. Much time will be saved if teachers will note this requirement. It is the practice of the office to return stamps sent in as remittance at once to the sender.

SUPERINTENDENT NORMAN R. CROZIER, of Dallas, takes sharp issues with those who advocate less education in depression time as a means of economy. He says:

It is unthinkable that this country should destroy the elementary educational structure that is the very foundation stone of democracy. What we need in times like these is not less education but more. We can afford to cut on everything in life but there is only one time when we can educate our youth.

In opposition to this assertion, it is pointed out that people are hungry, profits have disappeared, wages for those who are fortunate enough to be employed are often below subsistence level, etc. The inference is that we should feed people before we educate them. Quite so. The weakness of the opposition to Dr. Crozier's plea for education is that it ignores the fact that people (taking the term to include everybody) even in these times of depression have money enough to satisfy indulgences in all manner of luxuries. The people of Texas spend as much money on tobacco alone as they do on elementary and secondary education, to say nothing of picture shows, cosmetics, luxury cars, gasoline for pleasure driving, and so on. Is this not proof that the money is available for education? We think the proof is conclusive. It remains merely a question of ingenuity—the ingenuity of the representatives of the people in devising ways and means of diverting this flow of money from expenditures for luxuries and non-essentials into the more fruitful field of properly educating the on-coming generation. Either this, or our generation will be recorded in history as the faithless one, as the one which placed higher value on mere sensual gratifications than upon the care and education of its own children.

BOOING of basketball officials is threatening in places to become a school and college tradition. Instead of schools and colleges establishing as they have in the past the custom of sportsmanlike behavior which, in turn reacts favorably upon the popular sports of the people, we now find the dominance occasionally reversed. The ideals, customs, usages and practice of the race-track and prize-fight are now being imposed upon certain scholastic communities. The inculcation of respect for law and order, a fundamental claim for the social value of school and college sport, is thus being distorted into an exactly opposite behavior-training. The tendency subverts one of the finest lessons of the playing field. An official in a game is an understandable symbol of law. For the moment, a dramatic and emotional moment, he is the incarnation of judge and executive. He translates for the appreciation of the populace an abstract principle. Surrender and sacrifice him to the mob and it will become increasingly difficult to secure respectable officials. The lowering of the type of official will call for a more unrestrained hoodlumism, and so the vicious circle completes itself. The reason booing of officials is being tolerated in some places is fully explained in an article appearing in this issue of the LEAGUER, headlined "Pro Sports Based on Pleasing Mob." The mob likes to boo. It revels in the exhibition of its own bestial cravings. It will pay for the privilege of booing. A depleted exchequer yearns for gate-receipts. Unconsciously, perhaps, the administration yields to the demand for this kind of excitement as a sort of added attraction which bears golden fruit. Again, money appears as the root of all evil. Again, it is clear that an educational activity cannot without corrupting it into an unrecognizable form be made to supply ready cash. Education pays in the long-run but it costs in the short-run. If you take the cash you let the credit go.

EDITORIAL NOTES

Beneath all the problems that trouble us today, both industrial and economic, there is one great and fundamental problem we must never lose sight of. It is the problem of keeping up a high quality both of body and mind in the mass of the people. If the human quality goes down, those other problems are bound to go from bad to worse. If the human quality goes up, those other problems will tend to solve themselves. In all the great cities of America I see forces at work which are causing damage to both the bodies and the minds of the people who live in them, especially to the young.—L. P. Jacks, *Education Through Recreation*, p. 155, Harper and Bros.

Thorough education in schools and colleges should not be forced upon each and every individual. It is lucky that Henry Ford, for example, did not receive such an education. It would have convinced him of the impossibility of doing so many things that he has done.



MEMBER schools are referred to the third paragraph in the Introduction to Article VIII, Constitution and Rules, which reads as follows:

The Official Notice Column of The Leaguer is considered sufficient notice to all member schools concerning interpretations of rules.

No Referendum

The State Executive Committee has declined to submit another referendum on the new transfer or on the 8-semester rule.

Basket Ball Suspension Lifted

Upon recommendation of the Jones County Executive Committee the penalty of suspension in basketball against the Goodman School has been lifted and the school placed on probation for 1933. This action was taken by the State Executive Committee Jan. 11. The Goodman School remains suspended in track and field.

Number Sense

In the test-sheets issued for county contests those problems requiring exact answers will be starred. Others, that is, those not starred, will be graded correct if the answer given is within five per cent of the exact answer.

Playground Ball

Playground ball is open to any pupil under 15 years of age on September 1 preceding. So far as this event is concerned cancel the words "10 or over" in Article VII, Sec. 1, page 16 Constitution and Rules.

Typewriting

New grading rules in this year's typing contests will be found p. 4, col. 3, of December issue of the LEAGUER. In case your copy has been mislaid, write to the State Office of the League for another.

Debate Bulletin

Page 12, Bulletin No. 3228, line "a" under "A" Roman numeral one should read "Intangible property produces, etc., instead of "tangible property produces," etc.

Representation

Question: The rule states that a school is represented in picture memory on the basis of the number enrolled in the fifth grade up to February 1. We have mid-term promotions. Must we count the present 5a which will be "6b" after mid-term, and will this class be eligible to participate?  
Answer: No. Count only those, as the rule says, "in the eligible grade." Your present 5a is not an eligible grade and hence should not be counted as a basis for representation in this event.

Music Memory Records

The Victor dealers advertised discount of 10 per cent on complete set of the memory records was either misunderstood by the League office, or it has been withdrawn. J. R. Reed Company, Austin, is the only Victor dealer who has advised us that this discount is now in effect.

Scholarships

E. J. Mathews, Registrar of the University, transmits the following notice of action taken recently relative to scholarships:

"I regret very much to report that, as an economy measure, the University has discontinued the awarding of High School, Junior College, Boy Scout, Girl Scout, Camp Fire Girls, Correspondence, and Interscholastic League Scholarships. High School Scholarships will be issued for the last time to 1933 mid-year valedictorians, valid only if they enter the University in the second semester of the current session. This action does not affect the validity of scholarships already awarded. It is my understanding that all other state-supported institutions in Texas have taken similar steps."

Music Memory

In a few of the first edition copies of test-sheet, the name of Verdi was omitted by mistake from the list of composers. The error has been corrected in all later editions of the test-sheet.

Spelling—Sources of Words

The supplement to the Constitution and Rules revising Rule 3, page 46, fails to give the page in "Essentials in Spelling," Pearson and Suzzallo, Part One, on which words for Grades III, IV, and V begin. Sections I to XXVII begin on page 46 and end on page 74.

Picture Memory

"The Lake," by Corot, is listed on the last page of "Fifty Famous Pictures" as DM98 by Brown-Robertson Co., and as 493 by Perry Pictures. These pictures differ, and schools should get both these prints and familiarize the picture memory contestants with them. The former number is "Spring," by Corot, and is also on the list. It is Perry Pictures No. 484.

Constitution and Rules

A supplement to the current issue of the Constitution and Rules has been published in lieu of the usual revised edition of the rules. Notice is hereby given that important changes are listed in this supplement and each member-school should secure a copy which will be sent free on request addressed to the State Office. No school will need a new copy of the bulletin itself, that is, No. 2822—the 1931-

32 revision. Notice of this intention was given in the Bulletin itself, and it is hoped that directions therein were followed and that schools generally have preserved their copies.

Classification of Schools

Under Rule 10, Page 8, Constitution and Rules, a school is under certain circumstances entitled to advanced classification. A small school that has heretofore been competing as a double-unit school and on account of new rule (see revision of Definition 3 in Supplement) is now classified as a rural school, if it so prefers, maintain its old status in the county contests by re-submitting double-unit fee as heretofore.

Typewriting

Typewriting teachers and tournament managers are notified that the rules appearing in the November issue of the LEAGUER under heading "Additional Rules Stress Accuracy" are to be added to those already in effect.

Extemporaneous Speech

The "News Review" prescribed in the Extemporaneous Speech Contest, as source material, has suspended publication, and "Uncle Sam's Diary" reports some difficulty with Texas circulation. The Extension Loan Library service and daily newspapers will be used as sources instead of these two publications.

Music Memory

In the mimeographed list of music memory selections issued last summer and in the list published in the September issue of the Leaguer, the composer of "Shepherd's Hey" is listed as SHARP. The name of the arranger is, GLENGER. The music memory score-sheet, now available, does not contain the name of Sharp, as he has no composition on the list.

1-Pupil Team

The note to Rule 1, page 46, Constitution and Rules permits a one-pupil team in Spelling in schools having only one pupil in a given division. This privilege is held to apply in all grade contests, such as Music Memory, Picture Memory and Arithmetic.

Spelling

Substitute for Rule 9, page 46, spelling rules, the following: Identification of spelling papers shall be by number. The Spelling Director shall keep a list of all contestants, address, school, and division in which each is competing, and shall number the entries consecutively, assigning each contestant his appropriate number, which he shall be instructed to place on his paper, in the upper right-hand corner.

Information Circular

Correction, page 6, Circular of Information: In second line of page 6 "Circular of Information" read "type" instead of "one" in the phrase "the time of one teacher."

Page 4 of "Supplement"

On page 4 of "Supplement to the Constitution and Rules" under "page 22" which gives the new football and basketball transfer rule, the term "school" means high school. This rule does not apply in rural schools.

One-Act Play

Directors entering their schools in the State One-Act Play Tournament are reminded that this event is a contest in acting and competition in stage design or scenic effect. All schools entering the finals are required to play against the cyclorama of central drapes which the local stage is equipped, with the change of properties and openings for doors and windows necessary for each play. Schools are not permitted to furnish their own sets.

Choral Singing

Starting may be done with either phonograph or piano in choral singing contests in county meets.

Choral Singing Records

Choral singing records for the contests this year are numbered as follows: 22,617; 19,891; 20,737; 21,751; 21,949; 22,616; 21,949. Attention is called to the fact that five of these records were in use last year, and schools which purchased and preserved them will have to buy only five additional records, and these are indicated by black-face in above list.

Suspended Schools

Goodman School (Jones County) is under suspension in Basket Ball and Track and Field for the respective seasons in those sports.

100 Per Cent Spellers Barred

The following ruling concerning the barring of one hundred per cent spellers in the new divisions created this year, has been made: sub-junior spellers who made one hundred per cent last year are barred from the division for grades 3, 4 and 5. Junior spellers who made one hundred per cent last year are barred from the division for grades 6 and 7. Senior spellers who made one hundred per cent last year are barred from the division for grades 8 and above.

One-Act Play

Plays may use a "blackout" to indicate lapse of time, change of scene, or for a "flashback" but no actual change of setting may be made. "Spot" and other simple lighting devices may be used.

Posers for the English Classes

By Dr. R. A. Law, Professor of English, The University of Texas

1. The Autobiography of Joseph Jefferson. By Himself. With many illustrations. New York, 1890.—Bookseller's announcement.
2. Art books, curious books, and association items, together with an addenda of recent acquisitions.—*Ibid.*
3. All details of stealing the gold and Jessica's donning a male suit, is told frankly to the audience.—Small, *The Merchant of Venice*, p. 104.
4. Apparently the "lame duck" had not a single champion left. Too, never before was an amendment ratified so quickly.—Editorial, *San Antonio Express*.
5. "More puzzled than the Egyptians in their fog." This is a biblical illusion.—Student's examination paper.
6. As a result most every class will patiently remain a few seconds after the bell if the professor is in the midst of some explanation.—Editorial in *Daily Texan*.
7. The mere memorizing of a course will usually be forgotten before one has a chance to apply it.—*Ibid.*
8. Here, at Texas, as over the country, students are not articulate, they have no way of showing approval of the quality of a man's teaching in a way that will reach the men in whose hands rest the responsibility of faculty promotion.—*Ibid.*
9. If one of the two or three Anti-Tillman lawyers from town rose to

their feet, it was at the risk of insult.—Ball's *The State That Forgot*, p. 203.

10. To Eliza Lucas is popularly attributed the establishment of the industry on a great basis, she was a remarkable woman of many achievements as well as accomplishments, and Charles Cotesworth Pinckney who did not say exactly "Millions for defense, but not one cent for tribute," but words briefer, like "not a damned sixpence," was her son, as was General Thomas of the Revolution and the War of 'Twelve, both American ministers to foreign countries and both voted for in the Electoral College for president or vice-president by some of the Federalists—not by South Carolinians.—*Ibid.*, p. 36.

Corrections of Previous Sentences

1. "The University of Texas is too big a place for such as he and his petty prejudices." Grammatical error: Change "he" to "him," following the preposition "for."
2. "The central idea in endowing these scholarships was for the purpose of unity, as Mr. Rhodes explained in his will." The word "idea" is often loosely used. Here it seems to mean "purpose." Read: "The chief purpose of Mr. Rhodes in endowing these scholarships was the promotion of unity, as he explained in his will."
3. "The nature of the writing to be done in a course thus conceived or the methods of motivating it is usually left obscure." The little word "or" seems to have upset the syntax here. Substitute for it the conjunction "and." Then read "and" in place of "or."
4. "Antony and Cleopatra is an example in which the number of scenes are unusually large for the sake of clarity." The word "and" is inserted after "everyone," following the preposition "for."
5. "She wanted to get married, but she is too stubborn to give her consent because everyone is anxious for her to." The word "she" is not used in agreement with its subject "number."
6. "Shylock seems to be inhibited by some savage desire to torture humanity." Another error of diction. By "inhibited" the writer apparently means "impelled" or "motivated."
7. "The reason why so few leaders are able to give anything more than the vaguest reasons for their literary judgments is due to the fact that most of us are too busy to analyze the books we read in an effort to separate the good points from the bad and to discover their faults and their excellences." The first three words of this vigorous sentence should give way to "That" because a "reason" is not "due to." The sentence is slightly redundant.
8. "Not desiring to appear discourteous, the American made like he understood what had been said and made a remark in English to the effect that it was a nice day." Diction is again in error. For "made like" read "pretended that" and for "nice" read "pleasant."
9. "The 1933 seniors were presented with their annual set of books by the P. T. A. This organization, for the past few years, complements each graduating class with books which at the end of their senior year are being kept in the high school library, whereby an annual increase in books there is always noticeable." The first sentence is clear. The second sentence is neither clear nor correct syntactically. Perhaps this is the meaning: "This organization for the past few years has complimented each graduating class with a gift of books, which at the end of the senior year are kept in the high school library, thereby making an increase in books for the library and a gift that is always appreciated."
10. "The idea of our system is to succeed, to reform perpetrators and to punish them for their misdeeds so as to deter others, and the Governor of New Jersey, not anyone else, has any right whatever to wantonly and deliberately insult the state of Georgia and her people by declining to honor her punishment for a convict on the ground that our state is uncivilized and backward, inhumane as to her prisoners and outrageous in her punishment of her citizens." The first sentence is correct. The second sentence is not. The Governors of Georgia sometimes grow excited and throw words together carelessly. "Excited" here seems to mean "in a rage." If so, we might delete "to seek." One sentence might end with "others," and a new sentence begin with "neither" in place of "and." The sentence "to insult" is badly split, and the condition would be avoided by the transposition of "wantonily and deliberately" to a place after "insult." The last "as" might as well be omitted.

High School Press

By DeWitt Reddick, Adjunct Professor of Journalism, The University of Texas

Surprisingly enough, when the last day for enrollment in the I. L. P. C. came this year, our enrollment amounted to almost exactly the same number as that of last year,—65. We had expected that present financial conditions would reduce the membership. We are glad that so many high school papers have weathered the storm, even though some have had to reduce in size and frequency of publication.

How to create reader interest is always a problem facing any newspaper. We have discussed in this column several methods of building up that interest; this time we want to spend most of the column in talking of one particular enterprise that ought to help make the students talk about your paper. A little bit of foolishness will nearly always help a high school paper. What are you going to do with your April 1 issue? This April Fool number offers an opportunity that should be seized. Sometimes our April Fool issues have been more foolish than funny. Let's see this year if we cannot make them genuinely funny.

Handling Straight News

First let us agree on three principles as a working basis: 1. Avoid hurting anyone's feelings. If there is any doubt, omit the story. 2. Original humor is better than borrowed humor; whenever possible, even in the April Fool issue, be original. 3. Avoid shady jokes; they may be funny, but the after-taste is detrimental to the paper.

Another point must be settled before we begin work on the issue: How are we going to handle the regular news along with the foolishness? I would not try to write all of the stories in a foolish manner, for the subject matter of some can not be adjusted to such treatment. I would not mix foolish stories and regular stories on the same page. You might set up all of your pages in regular form except the last page, and save that for the April Fool material, as

the *Campus Cub* (San Jacinto High School, Houston) did last year; or you might reverse the proportion and save one page for regular news, using the others for foolishness.

Plan in Advance

Why not set out to make your April 1 issue one of the big features of your year's work? Doing this would involve at least two things: Advertising your April Fool issue through posters and announcements for two weeks in advance, and in addition working for at least a month in preparing material that will make the issue live up to all the expectations you create through this advertising.

In the following paragraphs are suggested some ideas which you may be able to use in preparing the issue. No one paper will be able to use all of them, but you might select those best suited to your paper.

Mechanical devices: Use of colored paper; exchanging the cut lines under two pictures; upside down or sideways type; upside down or sideways pictures; jumbled lines of type.

Pictures: Perhaps you can get from the local newspaper or from your yearbook files pictures twenty or thirty years old, showing styles of dress that now strike us as humorous; run such pictures with cut lines that apparently connect them with the modern school. If you have a good cartoonist in your school, make use of him for crazy pictures. Ludicrous cut lines and over lines add humor to a picture, such as printing over the picture of a house in the woods a caption: "A Ship at Sea."

Get Funny News Stories

News story assignment: Parodies on regular news story form on events that never could happen; story of beauty contest for boys (as in the *Jay Dee*, Jefferson Davis Senior High, Houston, last year); on girl who had been proved too intelligent to take high school English; on a banquet given by the teachers in honor of the student who had failed in more courses than any other student in the history of the school, with speech by the principal praising him; on your paper winning the Biggest Error Contest for Texas for having the most errors in it (as in the *Abilene Battery*, April 1, 1931). Clever assignments of this order, cleverly written, would make lively reading.

Feature story assignments: Interview with a stray dog that wanders into a classroom; with the librarian on the reasons she wishes students would make more noise in the library; a feature in which a famous athlete in the school interviews a reporter, thus turning the tables, etc. If it is possible, you may be able to persuade the principal, the superintendent, or a member of the board of trustees to join in the fun and write some sort of short declaration which will say exactly the opposite to what such an official usually says or which in any other way will be humorous. Such a contribution would add considerable value to your issue. "Boners" made on tests or in the classroom, compiled by one or more of the teachers, would make a good story for this issue. Several of the teachers may be asked to contribute "the funniest joke I have heard in a year."

Contests Help

Contests to stir up student interest: Either through announcements in the paper and on posters or through the cooperation of English teachers who will assign the subjects in class, students might be encouraged to write for the April Fool issue; the best one or two themes submitted on each subject will be printed. Some such subjects as the following ought to produce a few humorous articles: "The Worst Dream I Ever Had," "The Funniest Experience I Ever Had," "What I Would Do If I Were a Teacher," etc. Let the students understand that the article may be all imagined or partly true, and that the most humorous will be chosen. Perhaps a prize might be offered for the ones selected. Keep the names of the winners a secret until the paper is issued.

Advertisements: If possible, all of the ads in the paper should be in keeping with the issue. For example, the ad for a drug store might begin, "NO FOOLIN', we serve delicious ice cream . . ." In some towns this sort of scheme would work: Tell the merchants of your plan for the issue. Ask each of them to submit with his display ad what he thinks is the best joke he has heard in a year (you might find it advisable to put a limit on the number of words for each joke); then print the joke in a little box in his ad. Explain in a news story how the merchants are cooperating with the spirit of April Fool. Students will read the jokes and will therefore read the ads. This would add to the humor in your paper and help to sell ads.

These are only a few suggestions of many things which may be done to make your April Fool issue one which the school will talk about and will enjoy reading. To put the issue over will require careful planning and hard work. We wish you luck.

\*As well as the character of the joke.—Editor.

The Teacher's Guide to Good Plays

Conducted by Morton Brown, Director of Dramatics

(NOTE.—Plays recommended in this department are not necessarily eligible for League one-act play contests. That is a matter which requires careful study of a given play in the light of the eligibility requirements laid down in the Constitution and Rules.)

Privately Printed, by Bruce Barnes McConnell, Row, Peterson & Co., Evanston, Ill. 50c.

Travesty, prologue & 1 act, 2m3w, int, costumes modern and Greek. A satirical account of the true story of Pandora and just what she did to Epimetheus and why. The plot is clever, and too good to spoil by telling it; the play a delightful and hilarious bit of fooling that is quite irresistible.

The Other Ghost, by Helen A. Monsell. Dramatic Publishing Co. Chicago. 35c.

Mystery play, 3 acts, 10w, int, costumes modern, 1 1/2 hrs. A good mystery play for a cast of all women. The action takes place in a mountain cabin where a group of girls are weekend guests of two older women. A murder is committed and after a number of suspects are cleared, the murderer is discovered.

Hot Copy, by Clark Willard. Dramatic Publishing Company. Chicago. 50c.

Comedy, 3 acts, 5m5w, int, costumes modern. This is a lively new comedy with the scene laid in a newspaper office in a small town where the editor and his loyal staff are fighting corrupt politics. Right wins out with the villain proving to be a good sport. Characters are well drawn and suspense sustained. Good opportunity to use extra people if desired.

Fifty-Fifty, by Edna Higgins Strachan. Row, Peterson, Evanston, Ill. 50c.

Farce Comedy, 1 act, 2m2w, int, costumes modern. Henry refuses to do any "woman's work," though his wife Birdie has a job as well as he, and finds housekeeping after a hard day at the store too big a burden. A quarrel brings in two neighbors who unconsciously open Birdie's eyes to the right way to manage Henry. Very good plot and characterization.

The Blue Teapot, by Jean Lee Latham. Dramatic Publishing Company. 35c.

Comedy, 1 act, 2m2w, int, costumes modern, 25 min. This one is about a pair of young lovers who are quarreling over their new house. Jimmy plans to lug in his cherished boyhood possessions; Cynthia thinks they are trash and will spoil her decorative scheme. A lovable old couple who are neighbors straighten things out. A tenderly human little play. Recommended.

The Man From Nowhere, by Mabel Conklin Allen. Dramatic Publishing Company. Chicago. 35c.

Comedy, 3 acts, 5m5w, int, costumes modern. Rodney Baxter turns up in a small town and though his antecedents are unknown he secures a position in a local bank. Another bank clerk becomes jealous of him and plots his ruin, but is caught in the meshes of his own plan. Good parts, plenty of action and three romances.

Half-Way Jimmy, by T. Schwartz. Dramatic Publishing Company. Chicago. 35c.

Drama, 1 act, 5m1w, int, costumes modern, 30 min. A reporter, his sister, and four gangsters form the cast. The girl is in love with one of the gangsters who is yellow and a weakling, but for whom in the end the audience feels pity and sympathy. A tight little play "tense and gripping" enough to suit the most exacting. Characters are well drawn and intensely human.

Sweet Sixteen, by Ray Hodges. Northwestern Press, Minneapolis, Minn. 75c.

Comedy, 3 acts, 7m 6w, int, costumes modern. Pat Patton has invented some sort of radio appliance, borrowing money from Grandpa to finance it. On his seventeenth birthday he receives \$500.00 for his invention, which is in reality Grandpa sends him. This is a very good comedy of youth with a background of middle class American family life. Pat is an engaging youngster; Ruthie Goddard, his "Sweetie" is a scream. Good play for high school use.

Purse Strings, by Roger Wheeler. Fitzgerald Publishing Corporation, New York. 35c.

Comedy, 3 acts, 4m7w, int, costumes modern. Though the plot is old, it is so cleverly handled that the play is both interesting and amusing. Married for years, Helen Kennedy has failed to persuade her husband, Elmer, to give her an allowance. When she learns that her brother, Harold, has gambled with and lost three hundred dollars belonging to his employer, she gives him the woman's club funds, of which organization she is treasurer, in order to save him from disgrace. To Helen's astonishment the club elects a new treasurer, one Clara Whipple, who stirs up trouble by requesting that the club funds be turned over to her at once. The action is fast from this point on, and Helen's attempts to evade exposure are really funny. She is almost caught, and only then does Elmer realize his mistake and give her an allowance. This play is an unusual find among low royalty plays; it does not rely on cheap stock characters and low comedy situations for its effect; the interest is well sustained, characterization good, dialogue good. (Permission given with purchase of eight or more copies, repeat performance \$2.50).

The ? Crime, by Richard B. Whorf. Fitzgerald Publishing Corporation, New York. 35c.

Mystery melodrama, 3 acts, 6m4w, int, costumes modern. Henry Dalton is murdered in his home through the use of a powerful and subtle poison. Practically everyone in the house is suspected, but the real murderer, in spite of his cunning and cleverness, is discovered. There is nothing unusual in this mystery-murder plot, but it is handled in a creditable and interesting manner that makes the story credible. Good chance for characterization. Recommended to L. T. and H. S. Royalty free with purchase of books.

Past Thirty, by Priscilla Wayne and Wayne Sprague. Dramatic Publishing Company, Chicago. 50c.

Comedy-drama, 3 acts, 6m5w, int, costumes modern. The story of a woman who sacrifices her own life to her brother and his two motherless children. When her childhood lover, now rich and distinguished looking, returns, her pretty but pert young niece takes him away from her. The older woman, however, takes a leaf from the niece's notebook and finds the way to bring him back. While the plot is old its treatment is interesting and the characters well drawn.

Girl-Shy, by Katherine Kavanaugh. Dramatic Publishing Company, Chicago. 50c.

Tom and Oke are graduating from college and the smart living room of their apartment is the setting for the play. Tom's father has picked out a girl for him and so persistently shows her at his head that Tom not only avoids her but loses interest in all girls. The play tells how Tom overcomes his shyness and finds the right girl. Tom's romance, however, is only one of five in the play. Good play for H. S. commencement with its atmosphere of graduation.

The Go-Getter, by Frederick G. Johnson. Fitzgerald Publishing Corporation, New York. 50c.

Farce, 3 acts, 6m6w, int, costumes modern or Spanish. The setting for this gay farce of royalty and American is a mythical country in southern Europe. Two high born maidens fall in love with two young Americans who are drilling an oil well. The proud and haughty mother objects, but dad is a "regular fellow" and takes stock in the oil well. The well proves good, and after various plots and kidnappings all ends well with everyone rich and happy. The play has a decided Spanish atmosphere. It is a very good play and easy to produce.

The Triumph of the Egg, by Raymond O'Neil. Dramatic Publishing Company, Chicago. 50c.

Drama, 1 act, 2m1w1c and extras, int, costumes modern, 20 min. Dramatized from the story by Sherwood Anderson, "the play concerns the grim tragedy of a little blunderer and his restless heartless wife. He has gone from one failure to another, and now, in a squalid restaurant, he dreams one more dream of riches and ease. In his pitiable way he tries to wake up trade in his restaurant by being a hail-fellow-well-met,—but from one desperate effort to another he drives the play to its inevitable conclusion." A very effective drama for advanced amateurs.

The Whole Town's Laughing, by Robert St. Clair. Northwestern Press, Minneapolis, Minn. 75c.

Farce, 3 acts, 6m6w, int, costumes modern. The O'Moore's have achieved great importance in their small town through the fiction built up by the late Mr. O'Moore that his family is next in line to a title in Ireland. Douglas, elder son, snobbish and title conscious, is engaged to the banker's daughter; while Chet, his younger brother, is a wholesome youngster who scoffs the title. To the consternation of the O'Moore's, Uncle Larry Moore arrives in town with his burlesque show and his dancing girls. The townspeople learn how they have been deceived; and do they laugh! A fake French count and countless arrive and are much feted by the townsfolk. Then Mary Ellen Sullivan of Uncle Larry's show girls, saves the day by pretending to have a title of her own, and by exposing the fake count and countless. A very good and swiftly moving farce.

Polly of the Circus, by Margaret Mayo. Longmans, Green & Co., New York. 75c.

Comedy-drama, 3 acts, 8m6w4c, int ext, costumes modern. Now released to amateurs for the first time, this play scarcely needs an introduction since it is not only a famous stage success but has been done in turn into both the "Silents" and the "Talkies." Its story is of Polly, a little circus rider who is seriously injured in a fall and carried into the house of a young minister to grow well again. The minister is young; he is good looking—and so is Polly. Certainly they fall in love! Narrow minded church members succeed in driving away the lovely Polly whose life in the circus has in no way prevented her growing into the really fine and wholesome young woman she is. "Love finds the way" of course, and even though the minister's own church bells do not ring for him and for Polly, you may be very sure that "they lived happily ever after." A touching story that never fails in audience appeal.

Purse Strings, by Roger Wheeler. Fitzgerald Publishing Corporation, New York. 35c.

Comedy, 3 acts, 4m7w, int, costumes modern. Though the plot is old, it is so cleverly handled that the play is both interesting and amusing. Married for years, Helen Kennedy has failed to persuade her husband, Elmer, to give her an allowance. When she learns that her brother, Harold, has gambled with and lost three hundred dollars belonging to his employer, she gives him the woman's club funds, of which organization she is treasurer, in order to save him from disgrace. To Helen's astonishment the club elects a new treasurer, one Clara Whipple, who stirs up trouble by requesting that the club funds be turned over to her at once. The action is fast from this point on, and Helen's attempts to evade exposure are really funny. She is almost caught, and only then does Elmer realize his mistake and give her an allowance. This play is an unusual find among low royalty plays; it does not rely on cheap stock characters and low comedy situations for its effect; the interest is well sustained, characterization good, dialogue good. (Permission given with purchase of eight or more copies, repeat performance \$2.50).

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THE REPORT of the Extension Loan Library for the year ending August 31, 1932 has been completed. It shows that during that period 27,477 package libraries containing about 8,000 plays and 300,000 pamphlets and articles clipped from periodicals and more than 2,000 books and 4,000 club outlines were circulated. These were sent to more than a thousand towns and rural districts. There were only two counties in the state to which no package libraries were sent, and the population of each of those counties is very small.

Almost half of the package libraries circulated went to schools for use by students and teachers. More than a thousand packages on Lobbying were sent to teachers having charge of the Interscholastic League debate contests. Most of the plays that were sent out went to schools, many of them for use in choosing plays for production in the Interscholastic League One-Act Play contest. There were 170 package libraries circulated on the Fire Prevention theme topics recommended by the State Fire Insurance Department. Collections of material on various education topics, numbering 2,384, were circulated, most of them being borrowed by teachers. Teachers also borrowed more than 700 package libraries containing suggestions for school entertainments. Thousands of package libraries on theme topics relating to current history, political and social conditions, literature, biography, etc., were used by students.

Judging from the number of requests which have been received since the first of September the circulation this year will be as large, if not larger than that of last year.

Some people seem to have gotten the impression that the Extension Loan Library offers certain kinds of service which are not offered.

Every mail brings us requests for declamations. Several years ago the library did offer a declamation service but it was long since discontinued on account of lack of funds. We do not lend declamations to be used in the contest.

Some teachers seem to think that prints of the pictures used in the picture memory contest can be gotten from the Extension Loan Library. We only have material about the pictures and the artists who painted them. There are several different sets of material which are loaned, one set at a time, for a period of two weeks. Everything in one set is about the artists of one nationality. For instance, the Italian set contains articles about Carapaccio, Corregio, Donatello, Michaelangelo, Raphael, Guido Reni, and Da Vinci and the pictures by them which are being used in the contest.

There is a great demand at present for material on the extemporaneous speech topics. We do not have material on these topics made up in large quantities as in the case of the debate material. Because the demand is greater than the supply we are having to limit each school to two subjects at a time. The material can be passed around by the teacher so that each student entering the contest can use it during the two weeks loan period. It can then be returned and two different sets requested. Application for this material should always be made by the teacher, if there is no library in the school. If a large number of subjects are given when ordering material from which two may be chosen the borrower is not so likely to be disappointed by being told that the material is out.

Some people seem to have the idea that the "Library Extension Service" pamphlet is something which contains material about all of the extemporaneous speech topics. It is only a pamphlet giving regulations under which material may be borrowed and giving a list of subjects on which we have material. It is not necessary to have this to order material. The only requirements for ordering the material are that the transportation charges be paid on it both ways and that it be returned promptly at the end of two weeks. A rule slip is enclosed with every package sent out.

Delay in receiving debate material may be avoided if the application is made by the librarian in cases where the school is fortunate enough to have a full time librarian. Otherwise the application must be made by a teacher who is to add his official title after his name. The order should be accompanied by 10c to pay the service fee. There are five different sets of debate material.

Application for plays are also to be made by a librarian if the school has a full time librarian, otherwise by a teacher. Plays are loaned for one week only.

STORY TELLING

III. THE FRAME

By Mildred Smith

The frame is something you may have or may not have. A frame may cover one story or three stories; it depends on how good a framer you are; how much time you have; if you have the attention of your audience; or if you think that will be your last story.

A frame is simply an introduction to your story in order to make it more interesting, or an introduction of yourself to your audience in order to make you more interesting to them\* or in case of children, to get their confidence; to make them receptive, and at the same time to get your own conception of your audience and decide which of the three stories you will tell first. If you have their complete attention you can tell the worst one first, and the best last; but if you haven't, you had better tell them the best first and leave them, clapping for more which you don't have. They can wait till you come back again, by that time you can get another of your best stories. I use different kinds of frames for different stories and different occasions, and many times they are impromptu.

They have to be impromptu sometimes, because you may have your conception of what your audience will be like and when you see them. I always talk with children at least two to three minutes before ever attempting to tell a story. Then they all settle down, smile and take a deep breath, as if to say, "Now, this is going to be good," and that reacts on you and you feel good and your story . . . why, you surprise yourself.

Simple Frames

But don't ever use the same frame twice for the same set of children. You may say, "You remember what I told all of you about my giant stories (then tell them again for fear some may be there who didn't hear it, and knowing at the same time that they all want to hear it again) well, this is another one of the same stories . . . that the Giant, Ralph told my brother, Bill." This is the frame I use for giant stories, and it, incidentally, is true—with the least bit as an exception.

"One night, not long ago, when the circus was here, all of you remember the giant who was in it? (Oh, yes, they remember the giant) well, it happened that after the circus was over he was down town drinking coffee at a local cafe, and my brother Bill was there too. My brother draws very well and happened to notice the rather odd looking man sitting down the counter from him, so pulling out his pencil he began drawing his profile on the marble counter. A man who was sitting next to my brother noticed it and said, 'Well, that's good, that's awfully good of Ralph, you know he's the giant at the circus. Want to meet him?' 'Meet him?' said my brother, dropping his pencil. 'Sure,' said the fellow, 'come on over,' and took him by the arm.

"When Ralph saw them coming he began to rise and by the time they got there he was at his full height, and Bill and the other fellow came just to his waist line. The fellow said, 'Ralph, here's your picture over here drawn on the marble counter.' They all went over and looked at it, and the giant said, 'Just for that, altho I can't take it with me, I mean I won't, how about coming up to my room and I'll tell you some real giant stories . . . and this is one of the stories the Circus Giant told my brother.'

And the children sit perfectly entranced while I tell one giant story or another. That's a frame for giant stories—you can make up a similar sort of frame for any kind of story. You can make marvelous frames out of dreams that you may have had . . . (but didn't). Or out of the strange places you've gone, and you saw so and so and they told you this and that . . . altho you may not have left your room . . . just go to your window and look . . . and come back and build a frame to put your story in or to start your program off with.

- 1. On The Open Range, by Frank Dobie.
2. The Tramping Troubadour, from "Number Eight Joy Street," Appleton.
3. Why the Chimes Rang, from "Children's Book of Christmas Stories," by Dickinson.
4. The Private and Pickled Onions, from "40 Good Morning Tales," by Rose Fyleman.
5. Hungry Hans, from "Baker's Dozen," by Mary Gould Davis.

\*This introduction is not about yourself—but about your audience, hence it vitally concerns you.

Picture Appreciation

VI. Variety of Expression in Painting.

(By Florence Lowe, Head, Art Department, Sam Houston State Teachers College.)

IN ORDER to be convinced of the possibility of identifying an artist by the style of his work we have only to make a brief study of painting. Each artist's work shows characteristics which are as distinctly individual as is his personality. Entire schools and periods of painting are classified in the same manner, varying according to the amount of emphasis placed upon certain phases of art expression. Today the terms realistic, idealistic, and impressionistic reveal the layman's attempt to define these styles.

Realistic Painting

The term "realistic painting" usually means the type of work wherein the artist shows a passion for facts. His manner of thinking is more scientific than artistic in that each object is carefully analyzed as to its form and structure so that all possible information about it is presented. Among inferior artists, realism is sometimes expressed in a tendency toward too much literary interest. Careful portrayal of texture, material, form and weight is often in evidence when the artist makes realism his chief concern.

Zeuxis, the Greek artist who is said to have painted grapes so realistically that the birds came to peck at his canvas, seems fairly representative of the ideal of this class of painters, although even these artists conceive of their problem as being something more than mere photographic accuracy. Albert C. Barnes says: "The artist must open our eyes to what unaided we could not see." The realistic artist tries to show us the important facts.

Rosa Bonheur's chief interest was realism. Her pains to achieve anatomical accuracy led her to use rare devices in order to obtain information, even that of donning man's apparel that she might attend the horse fair, where no woman was allowed.

Idealistic Painting

"The world of art is a world which has been made by human beings for the direct satisfaction of their wishes. It is the real world stripped of what is meaningless and alien and remodeled nearer to the heart's desire," says Albert C. Barnes. This appears to be in direct opposition to the attitude of the realistic painter who is primarily concerned with the world as it is. The mystic and the religious elements in art are much in evidence where idealism reigns. Painters of the early Italian schools were concerned with the development of pictures which would inspire the emotions of adoration and reverence. In order to do this, realities were often disregarded. Isaac Watts, the painter of Sir Galahad, is one of the idealistic painters of recent times. "The Appeal to the Great Spirit," by Dallin, is an example of sculpture developed in the idealistic manner.

Impressionistic Painting

Nearly everyone is familiar with the rather loose texture characteristic of some impressionistic painting. Although this is one of the outstanding qualities of the work, it does not provide a complete description. Impressionism deals with the effect of light. One of the many interesting ways in which light may be handled is the use of contrasting colors in juxtaposition. The blurred edges of objects in the distance is also a device of the impressionists, who are concerned with atmospheric effects. Barnes names the following chief characteristics of impressionistic technique: (1) Application of spots of pure color side by side in all parts of the canvas; (2) Obvious brush work in the application of color; (3) Variation of the sizes of the spots of color and of the sizes and perceptibility of the brush strokes; (4) Use of light in connection with color in three ways: first, as a sort of focus upon which the light is concentrated in order to bring out the glow of the color; second, as a general illumination by which the canvas is flooded with sunlight; third, by such a distribution of this colored light all over the canvas that a homogeneous color mass replaces the literal representation of perspective theretofore employed by painters. Turner's "Fighting Temeraire" and Monet's "Poplars" are good examples of the painting of light effects.

Type of Painting Must Be Considered

- Before reaching a decision regarding the success of a painting, a careful consideration of the style is necessary. To judge impressionism or idealism by the same standards which are applied to realism is sure to be a disappointing experience, but when each style of art is judged by good standards of what that particular type of work should do, we catch a vision of the variety of expression that is possible in the field of painting.

200 Counties Report County League Organizations to Date

Counties Not Included in List Urged to Report Now.

COUNTIES that have not reported officers should do so at once, if election has already taken place. In many counties institutes have not yet been held and in some other counties institutes will not be held until shortly before the Christmas holidays. It will improve the prospects for a good county meet if those interested in each county will see to it that officers are elected at the earliest practicable time.

The name of each county officer reported is placed on the League mailing list. Important announcements are being made concerning which all county officers should be advised. We cannot reach them unless their names are reported to the League office. We publish below an alphabetical list of those counties which have reported directors to the State Office and counties not included in this list have not yet reported:

- Anderson, Archer, Armstrong, Atascosa, Austin, Bailey, Bastrop, Baylor, Bee, Bell, Bexar, Blanco, Borden, Bowie, Brazoria, Brown, Burleson, Burnet, Caldwell, Calhoun, Callahan, Cameron, Cass, Castro, Chambers, Cherokee, Childress, Clay, Coleman, Collins, Comanche, Concho, Cooke, Coryell, Crane, Crockett, Crosby, Culberson, Dallam, Dallas, Dawson, Delta, Denton, DeWitt, Dickens, Duval, Eastland, Ellis, El Paso, Fannin, Fayette, Felt, Floyd, Ford, Fort Bend, Franklin, Freestone, Frio, Garza, Gillespie, Glascock, Goliad, Gonzales, Gray, Grayson, Gregg, Grimes, Guadalupe, Hale, Hall, Hamilton, Hansford, Hardeman, Hardin, Harris, Harrison, Haskell, Haskell, Henderson, Hidalgo, Hill, Hockley, Hood, Hopkins, Houston, Howard, Hunt, Hutchinson, Irion, Jack, Jasper, Jeff Davis, Jefferson, Jim Wells, Johnson, Jones, Karnes, Kaufman, Kieberg, Kinney, Lamar, Lampasas, Lavaca, Lee, Leon, Liberty, Limestone, Lipscomb, Live Oak, Llano, Lubbock, Lynn, Madison, Marion, Martin, Mason, Matagorda, McCulloch, McLennan, Medina, Menard, Midland, Mills, Mitchell, Montague, Montgomery, Morris, Motley, Navarro, Nueces, O'Connell, Patoka, Parker, Parmer, Pecos, Potter, Randall, Reagan, Real, Real River, Reeves, Retefugio, Robertson, Rockwall, Runnels, San Antonio, San Patricio, San Saba, Schleicher, Shelby, Sherman, Smith, Somervell, Stephens, Sterling, Stonewall, Tarrant, Taylor, Terry, Titus, Travis, Trinity, Travis, Yantis, Upton, Uvalde, Val Verde, Van Zandt, Victoria, Walker, Ward, Washington, Wheeler, Wichita, Willacy, Williamson, Wise, Wood, Zavala.

hands and acting like fraternity brothers. In my day maybe we spoke to the opposing players and maybe we didn't. If we did, you can bet your life the salutation wasn't fit to print.

"And the managers of the present day came in for their share of the panning from the old timers who played baseball when a game meant a good fight before the ninth inning. 'Give me the John McGraw type of pilot,' declared Rube Marquard, who acquired fame under the management of 'Jawn'.

Jaw the Umpire "There isn't a scrapping manager in present 'day baseball,' said the Rube. 'An umpire banishes a manager and he leaves the field without a comeback. You bet McGraw always managed to give 'em a little argument before he left.'

"The old time ball players liked a razzing from the crowd, they said, and it was good for baseball to argue with the fans, but now, they opined, a player is fined if he talks to a spectator. 'Get the crowd down on a player, and the stands will be filled every day just for the sake of razzing this player,' was the opinion voiced by George Burns, former first baseman for the Cleveland Indians.

No Fraternizing

"None of the old timers advocated violence between players and umpires or between players and spectators, but they all believed there is too much fraternizing between members of the different clubs. 'Give me an opponent who will pass an opponent and scowl at him instead of rushing up and shaking hands,' said Bill Clymer. 'I like to see 'em a little mad at each other; and if they are, you can count on the spikes flying out on the field.' —Associated Press Dispatch (Dec. 10).

And Henry McLemore effuses as follows in a United Press Dispatch dated New York, Nov. 21:

"This observer has seen eight or nine college football games so far this season. Several of the games, particularly Army's brawl with Pittsburgh and Yale's dog fight with Princeton, were elegant ball games, packing, as they did, more than the usual quota of wallops. But it was the professional Green Bay Packers and New York Giants, operating in the Polo Grounds yesterday, who gave us the biggest kick of the year.

Thrills and Fight

"That was a ball game, pardners! It had everything. For thrills, expert performance and plain old-fashioned fight it made your average college game seem like a church box lunch festival on a rainy Monday night. At the invitation of Coach Curley Lambeau we watched the game from the Green Bay bench, swathed in one of those flowing canvas coats with sheepskin collar, and looking from behind for all the world like a high-stepping halfback. In asking us to sit on the bench Curley said: 'I just want you to see for yourself whether or not professional players take the game seriously.'

"The answer is, yes, they do. The Yales or the Harvards or the Alabamas or the Northwesterns never suffered and sweated more when plays went wrong, or hallelujahed more when things clicked, than did the Green Bays.

Give 'Em Hell

"It was not until the referee stuck his head in the door and shouted 'You got four minutes' did the boys come back to life. As they piled out of the room and onto the field there were such joy college cries as 'Come on, fellow, let's give 'em hell,' and 'What's one touchdown; we'll make a dozen.' And some of these yells, mind you, came from fellows like Erp and Comstock—fellows whose hair is getting thin on top, fellows who have been out of college eleven and twelve years.

"Don't ever let anybody tell you the pros loaf and take it easy; that they go easy on tackling and blocking. There was more savage hitting in that game yesterday than you'll see in half a dozen college games. Twice we saw Grove, playing safely, refuse the comfort of a fair catch and take a punt with two 190 ends less than two strides away.

Three Ribs Cracked

"And if the blocking is so gentle, why was it that Tom Nash, ex-Georgia all-America, was taken from the game in the third quarter with three cracked ribs? Or, if the pros have a tendency to dog it, why did Nash, still weak from an attack of the flu, pester Coach Lambeau until he was sent in the game to get rid of him?"

A highbrow is one who has been educated beyond his intelligence.

Buy what thou hast no need of, and ere long thou shalt see thy necessities.—Benjamin Franklin.

PRO SPORTS BASED ON PLEASING MOB

Eminent Sports Writers Tell How Game Is Managed To Increase Gate-Receipts

THE ARTICLES which follow give trends in professional sports and point out character of showmanship which is required:

More Scowls and Sneers

"What baseball needs is more 'he-man' scowls and sneers and the 'good old days' when a player could sass the bleacherites, if you believe the old timers.

Sportsmanship Good, But—

"Sportsmanship is well and good, they agreed, but the crowd likes to see a good scrapper in action.

"Why, nowadays," wailed Tris Speaker, "you see opposing ball players going about the field with their arms around each other, shaking

ful consideration of the style is necessary. To judge impressionism or idealism by the same standards which are applied to realism is sure to be a disappointing experience, but when each style of art is judged by good standards of what that particular type of work should do, we catch a vision of the variety of expression that is possible in the field of painting. Reference: The Art in Painting. Albert C. Barnes.

## EXTEMPORANEOUS SPEECH

WITH the suspension of the *News Review*, and the failure of *Uncle Sam's Diary* to supply the Texas demand according to our understanding when the paper was listed, we are driven to the *Review of Reviews*, the daily newspapers and the Extension Loan Library for material. Topics followed by "ELL" are treated in loan packages which will be furnished by the Extension Loan Library.

If you are not familiar with the methods of the library, especially with the terms upon which circulation is made, write first for a copy of the pamphlet entitled "Library Extension Service." Address your communication (a post card will do) to the Extension Loan Library, University Station, Austin, Texas.

Additional assignments will be made in each issue of the LEAGUER, and the present assignment retained. It is a good plan to keep a notebook containing references, newspaper clippings, and an outline of each topic.

Plan and Service of the R.F.C. (Oct. RofR pp. 18, 20-22).

How Will Home Ownership Be Promoted by Home Loan Banks (Oct. RofR pp. 18, 22-24).

Compensation for War Veterans (Oct. RofR p. 34; Dec. RofR pp. 47-49).

Financing the Chicago World's Exposition (Oct. RofR pp. 37-38).

Who Should Pay for Highways? (Oct. RofR p. 39; Feb. RofR pp. 39-40).

New Products of Chemical Research (Nov. RofR p. 62).

Political Parties in Germany (Nov. RofR p. 66 ff; Dec. RofR pp. 35-37).

The Share the Work Movement (Nov. RofR, p. 24 and p. 25f).

What's to Be Done About the Railroads? (Nov. RofR p. 27 ff).

The International Radio Forum (Nov. RofR p. 52).

The Moving Picture Industry (ELL).

Independence of the Philippines (ELL).

Recognition of Russia (ELL).

What Part Did the Tariff Play in the 1932 Presidential Campaign. (Campaign speeches recorded in daily papers).

The Present Duty of the Church (Dec. RofR pp. 45-46).

The Soldiers' Bonus (Dec. RofR pp. 47-49).

Planned Economy in the Coal Industry (Dec. RofR pp. 38-41).

The Value of County Libraries in Texas (ELL).

The Texas Centennial (Daily Papers).

Cancellation of War Debts (Daily Papers, Jan. RofR p. 18, 33, ELL).

The Lame-Duck Session of Congress (Dec. RofR p. 18).

Probable Prohibition Legislation (Daily Papers).

The City Manager Plan (ELL).

What Is Technocracy (Daily Papers).

The Sales Tax (Daily Papers, Jan. RofR p. 15; Oct. RofR pp. 28-29).

The Future of Party Politics (Jan. RofR pp. 23-27).

How the Government May Aid Agriculture (Jan. RofR p. 23, and "Farm Relief," ELL).

The Radio City (Daily Papers, Jan. RofR p. 44).

Repeal of the 18th Amendment (Daily Papers, ELL, Jan. RofR pp. 16, 36).

Unemployment Insurance (ELL).

Achievements and Progress in Aviation (ELL).

Municipal Ownership (ELL).

Technocracy Criticized (Daily Papers, Feb. RofR pp. 24-25).

Calvin Coolidge (Daily Papers, Feb. RofR pp. 16-18).

The War in Manchuria (Daily Papers, Feb. RofR p. 38).

## Pennsylvania Coach Wants Sheep Divided from Goats

DIVISION of colleges in the States into two groups, amateur and professional, according to how football is conducted at each, is suggested by Harvey Harman, gridiron coach at the University of Pennsylvania.

Declaring such a move would stamp out the "hypocrisy" he said exists in some colleges, Harman said he would like to see every college president in the United States make an "honest" statement as to how football is conducted at his institution.

The statements, Harman said recently in an address at the annual banquet of the LaFayette college football team, should include how many scholarships are given out, how many players are subsidized, what other help football players receive, and how many other hours they practice.

The problem of life is not to make life easier but to make men stronger.—David Starr Jordan.

## Predicts 'Pro' Football Will Oust Colleges From Business

THE *Cleburne Times-Review* of January 1 publishes an interesting interview with Seaman Squyres, who will be remembered as an outstanding player on the Cleburne High School football team a few years ago. The interview follows:

Pro football is rapidly taking the place of the ballyhoo and fanfare of the college gridiron, Seaman Squyres one of Cleburne High's immortals who is now playing in the east, declares.

Squyres, weighing 210 pounds and with a successful professional season behind him, is visiting his home town.

He had another year of eligibility at Rice Institute where he was a backfield star but having finished up his major course there went east in search of further education. But he got a chance with a pro team and took it, and he says he doesn't regret it at all.

Was League Star  
Squyres, member of the 1928 Cleburne High team that went to the semi-finals and one of the greatest punters and passers in the history of Interscholastic League football, was with St. Louis which started in the national pro league but which dropped out to play independent football.

"They had us matched our first three games with the strongest teams in the league," he said. "We would have lost all three games and that would have ruined us as money-makers so we just dropped out and played the teams on our own hook and schedule."

Squyres says pro football in ten years time will put the college game in the shade because it is a much better game and the pros put on the better show. He discounts the so-called advantage of the collegians with their bands and pep squads and school spirit and traditions, stating that this is put on not for the benefit of the teams but for the fans so that the turnstiles will click.

It may have been a depression year but the pros drew thousands of fans playing two games a week, Squyres says.

Put on Show  
"When you sign up to play pro football they tell you to put on a show," Seaman declares. "If you can't go out and kick a football 60 yards every time for the benefit of the fans they won't let you punt at all."

Seaman says they do not play dirty in pro football. "They're all out there fighting for a job so why should they try to cripple each other up?" he asks. He says his season in pro football was the only one he had ever played without being injured yet they play smarter and harder football than at any college.

Pro football is a game for anybody. A fellow doesn't have to be an all-American or to have a lot of fame behind him. He can try out and if he makes the grade he can play. Squyres says some of the greatest football players he has ever seen were those who had not been heard of in college.

The pros have it on baseball players, he says. In baseball the club owner can sell a player any time he wants to. The player has no say whatever in the deal. But in pro football the player doesn't have to be sold unless he wants to. This protects the player who can get part of the purchase price if he chooses to be sold.

Pay Well in Grid Racket  
Squyres says they pay them well in the pro grid racket. The average is about \$100 a game and some of the big shots like Ernie Nevers and Red Grange work on annual contracts. He says Nevers was paid \$25,000 for one game by C. C. Pyle, noted promoter, one time. Pyle wanted Ernie to play three games in Florida. Nevers played one and the other two were postponed but he got the \$25,000 bucks anyway.

"I don't doubt that Grange is going to retire from pro football," Squyres says. "He owns about a third of the New York Giants and has made plenty of money. He's played several years with bugged up knees."

A 190-pound lineman is a novelty in pro football, Squyres declares. It's always a battle of the lines up there and practically every lineman is 200 pounds or over. The backs make precious little yardage running with the ball, having to depend mostly on forward passes.

Praises Roy Lumpkin  
He says he was pitted against Roy Lumpkin when he tried out with Portsmouth from where he transferred to St. Louis. Lumpkin, Seaman says, is the best halfback in pro football. The former Oak Cliff, Dallas, star handles the pros just like he did the high school stars. He plays without headgear, hip pads or socks and he "undresses" the pros when they come charging through.

He says he played against Bronko Nagurski, the great Northwestern star. Bronk is a great football player and the hardest line plunger in the game. "He doesn't duck his head when

## TYPEWRITING DISTRICT CENTERS AND MANAGERS

No. 1. Miss Thelma Brumett, West Texas State Teachers College, Canyon.

No. 2. Miss Mamie Wolfarth, Texas Technological College, Lubbock.

No. 3. Miss Elizabeth Kizer, High School (Quanah), Childress.

No. 4. Miss Dale Driver, High School, Greenville.

No. 5. Mr. J. W. Foote, John Tarleton College, Stephenville.

No. 6. Professor W. A. Larimer, North Texas State Teachers College, Denton.

No. 7. Mrs. Mary Tinus, High School, Waco.

No. 8. Professor J. W. Watson, Sam Houston High School, Houston.

No. 9. Miss Gladys Snavely, Southwest Texas State Teachers College, San Marcos.

No. 10. Miss Clara Glass, Texas College of Arts and Industries, Kingsville.

No. 11. Professor P. M. Penrod, Sul Ross State Teachers College, Alpine.

No. 12. Miss Eula Nagle, Schulenburg.

No. 13. Miss Minelma Curling, Victoria.

No. 14. Miss Octavine Cooper, Colorado.

No. 15. Mr. R. G. Cole, Abilene.

No. 16. Mr. T. W. Park, Marshall.

Note.—State Office reserves right to cancel center in which not more than 5 schools enter.

he hits the line but comes running through standing straight up with his knees driving into the tacklers."

Seaman is a little disdainful of Notre Dame players. He says they all think they're more or less immortal and know all there is to be known about football. "They think because they were under Knute Rockne they can't be told a thing but they can't carry on like the Rock did," Squyres says. "They band together, are sort of clannish, but they are not the whole show in pro football at all. I saw Tim Monihan, an all-American at Notre Dame, get his ears beat down by an unknown one day."

Squyres thinks the pro game will spread to Texas before long and that it'll go over big here.

## Interscholastic Leaguer Wins College Distinction

Jay Deiss, University student, won the right to represent the University in the Missouri Valley Oratorical Contest last spring. His subject was "The Undergraduate Looks at War."

Mr. Deiss is an old Interscholastic Leaguer, having represented Amarillo High School at State meets in former years in both Extemporaneous Speech and Journalism.

A reckless driver will not remain long wreckless.

## ART CENTERS AND DIRECTORS

1. Simmons University, Abilene: Professor A. M. Carpenter.

2. Texas College of Arts and Industries, Kingsville: Miss Mc-Ness.

3. West Texas State Teachers College, Canyon: Miss Isabel Robinson.

4. Sam Houston State Teachers College, Huntsville: Miss Florence Lowe.

5. Texas Technological College, Lubbock: Professor F. A. Kleinschmidt.

6. North Texas State Teachers College, Denton: Miss Cora Stafford.

7. East Texas State Teachers College, Miss Stella LaMond.

8. Stephen F. Austin State Teachers College, Nacogdoches: Eleanor H. Gibbs.

9. Southwest Texas State Teachers College, San Marcos: Miss Georgia Lazenby.

NOTES

1. This contest is described page 78, Constitution and Rules, with an amendment published under "Page 77" in Supplement.

2. Further descriptive circular is sent on request to the State Office.

3. Art teachers may choose the center which best suits their convenience.

4. This is not a county contest. Contestants qualify in above centers direct for State Meet.

## SPELLING CHANGES TROUBLE TEACHERS

Correspondence Indicates Certain Points Need to Be More Clearly stated

JUDGING from correspondence with teachers interested in the spelling contest, difficulty is being experienced in correlating the changes in the spelling rules announced in the Supplement with the rules given in the Constitution and Rules. The main difficulty seems to be with sources of words, time given, and classification of contestants.

In order to save the cost of re-issuing the large bulletin containing all the rules and regulations, the League this year issued a Supplement containing the changes in the rules. It is necessary therefore to carefully correlate the changes so announced with the rules set forth in the "1931-32 revision" of the Constitution and Rules.

In an effort to help answer questions which continually appear in correspondence, we set forth a correlation of the Supplement with the Constitution and Rules.

No changes in rules are made in this notice. Changes already announced in the Supplement to the Constitution and Rules are merely arranged so as to be more clearly set forth.

Spelling Divisions

Rural: 1. Grades III, IV, V (formerly "Sub-Junior"); 2. Grades VI and VII (formerly "Junior"); 3. Grades VIII and above (formerly "Senior").

Other schools: 1. Grades III, IV, V (formerly "Sub-Junior"); 2. Grades VI and VII (formerly "Junior"); 3. Grades VIII and above (formerly "Senior").

Sources for Spelling Contests

1. Grades III, IV, V: (a) State Adopted Text (Part One). Sections I-XXXVII, pp. 46-74, and Part Two, Sections L-XXXVIII, pp. 1-30. Fifteen minutes—90 words. (b) Current League Spelling List, pp. 3-7. Fifteen minutes—90 words.

2. Grades VI and VII: (a) State Adopted Text (Part Two), pp. 33-88. Ten minutes—60 words. (b) Current League Spelling List, pp. 8-13. Fifteen minutes—90 words. (c) Current League Spelling List, pp. 3-7. Ten minutes—60 words.

3. Grades VIII and above: (a) Current League Spelling List, pp. 14-16. Twenty minutes—120 words. (b) Current League Spelling List, pp. 8-13. Twenty minutes—120 words.

Eligibility

1. In selecting team, pupils may be taken from any or all grades within a given division. For instance: The team for Grades III, IV, and V may be taken from Grades III and IV, or from IV and V, or from III and V, or both members of the team may be from either one of the prescribed grades.

2. Eligibility is on grade basis: Age is not considered, except that no pupil 20 years of age, or over, on the first day of last September, is eligible for any League contest.

3. A pupil who has been awarded a 100 per cent Sub-Junior Spelling Certificate from the State Office is not eligible for the "Grades III, IV, and V" division; a pupil who has been awarded a Junior Spelling Certificate is not eligible for the "Grades VI and VII" division; a pupil who has been awarded a Senior Spelling Certificate is not eligible for the "Grades VIII and above" division.

He is twice a conqueror who conquers himself in the moment of victory.—Syrus.

It is a shameful thing to be weary of enquiry when what we search is excellent.—Cicero.

Wondrous is the strength of cheerfulness.—Carlyle, gloomiest of philosophers.

— 4 YEARS —

(Continued from Page One)

graduates from 19 to 21 or 22 years old instead of 16, 17, or 18, superintendents' annual reports to the contrary notwithstanding.

Here is something that requires immediate action. Let us petition the Legislature to provide for an elementary school course of say nine years and a high school course of say five or six years. These legislators will readily see that we are doing this for the dear ten semester boy who would like to play football another year. The poor harassed coaches need no longer worry about suitable material for a winning team. Further, this plan will make room for more teachers. Thus such a plan will take care of the poor boy who would

like to play football another year; it would decrease unemployment among the teachers; and it will help the dear coaches to get the necessary 20-year-old bruisers to kill off many of the younger boys who dared to try to play football. Of course, these boys, and girls, too, would lose several years in their lives, but what is that compared with a winning football team? A year in a child's life does not mean anything when football is concerned. I am for football, so let's have this new plan to get more football even if we will have less school.

Another Plan

Better yet is another plan. Let us remove the age limit, have no transfer rule and also remove the amateur rule. Then we will have real football; real honesty and education will stand out once more as the wonderful helper of mankind and the maker of citizens.

Either of these plans will work and can be carried out, if only some of the proponents of the eight semester rule and the new transfer rule will not talk so much. One of them said entirely too much when he confessed that he would have twenty-nine ineligible next year and twenty-seven of these would be letter men, if the ten semester rule was not restored. That kind of talk makes trouble.

Folks might catch on and see our real purpose—to have a winning football team rather than a good school. We deeply sympathize with the poor boy who wants to play football another year. But if the Legislature gets a hold of these plans they may make more trouble than they did sometime ago. Keep it quiet, boys, and don't send too many reply postal cards.

But seriously, to me the most childish thing in athletic affairs is the puerile plea that coaches are so interested in the boy who needs to attend school another year to complete his work. If the boy has anything worth while in him, he will complete his last year, football or no football. We all know that. The arguments set forth are only half truths. Here is the story of a school that believes in athletics but places scholarship first and football or any other form of athletics second. In the last nine years the Fredericksburg High School has won three district championships in football, was maneuvered out of a fourth championship by the use of ineligible—later frankly admitted—and was runner-up in the district three times. This school used one ten semester student during these nine years. That was the only ten semester student engaged in this school during the past twelve years. This year no team in the district crossed her goal line. Further, out of 432 graduates in the last eleven years there was only one student who attended ten semesters in high school.

I do hope that the Executive Committee will turn a deaf ear to all those who want the eight semester and the new transfer rule revoked. Let these rules be given a fair test for three or four years. Then, if they are found unsatisfactory, change them. Let us do this before the Legislature takes a hand in the matter and passes a law that will disqualify any student for inter-school athletics who does not complete his high school education in four years. One legislator has planned a bill along this line since the Fort Worth meeting.

— CULVER —

(Continued from Page One)

memory of the wife of the founder, and are known as the Emily Jane Culver Scholarships.

They are valued at \$4,500 each. They cover all costs for board, room, and tuition (which is \$1,500 a year) for three full school years and lead to a Culver diploma upon satisfactory completion of the course. They do not cover traveling expenses nor the cost of uniforms, books, and miscellaneous personal needs. The selected scholars will need funds of their own for these requirements, which are enumerated elsewhere.

Examinations for the scholarships will be on a competitive basis and one scholarship will be awarded to the candidate ranking highest in each of four state-wide competitions.

The states selected for the 1933 awards, effective for the school year beginning next September, are: Iowa, Tennessee, Texas, and Wisconsin.

The examinations in each state will be uniform and will be conducted under the auspices of a committee of the state's leading educators. Applicants must take the examination in the state in which they permanently reside.

Qualifications

The intention of the trustees of the academy, in offering these scholarships, is two-fold. First, to help remove obstacles of cost from the paths of certain boys of proved character and ability who would otherwise be denied the advantages of a Culver education and training. Second, to bring into the life and activity of the

academy the example, ambition, and stimulus which the successful contestants in such far-reaching examinations in scholarship and aptitudes are certain to furnish.

The Emily Jane Culver awards are limited to boys whose parents do not have sufficient means to pay their tuition, board, and room in Culver. Only boys whose parents have a total annual income not exceeding \$6,000 are eligible to enter the competition.

The donors intend these awards to go to boys whose achievements and prospects are not limited solely to gifted scholarship. The beneficiaries they are seeking are boys whose qualities parallel those of the founder of the academy, who rose by his vision, industry, and imagination from humble circumstances to a position which enabled him to establish a great school and to participate in various other benefactions. The scholarships are aimed as a stimulus to the all-round merits that will contribute most to responsible and useful citizenship.

With this objective the applicants will be judged on such points as character, mentality, scholarship, general ability, initiative and originality, physical fitness, faculty for social adjustment and emotional stability. Boys who are making exceptionally able use of their talents and opportunities will be preferred.

QUESTIONNAIRE

(Continued from Page One)

to give the rebuttal effect, in the prepared material of the negative speaker.

The two possible methods of opening, noted above, are only illustrative of the manner in which the affirmative speaker may determine the opening of the negative speech. The ways for the negative speaker to open are as many as the types and styles of affirmative speakers.

3. Should the second speaker on each side state the question or only refer to it?

A slight reference to the question by the second speakers is entirely sufficient, unless there is continued disagreement as to the correct statement of the question. The question is specifically stated in the League material, and a protracted argument on this score is a waste of time by the speakers; certainly the first two speakers should be able to conclusively settle this matter.

4. In rebuttal argument, should the speakers address the audience and judges?

It is generally more effective to address only the chairman at the beginning of the rebuttal speeches. The omission of the audience and judges from the opening address eliminates the too prevalent tendency of speakers to "sing out" the words as they take their positions on the floor. The address to the chair should be given in a modulated tone of voice carrying the effect of an expression of gratitude for the privilege to speak.

The use of the address to the audience and judges during the course of both constructive and rebuttal speeches should be limited. With the exception of a few cases, it has the ill effect of breaking the continuity of argument and smooth delivery of the speech.

COUNTY MEETS

(Continued from Page One)

ment will be held on March 17, and the rural school meet March 17 and 18. The high school and grammar school events are scheduled for March 23 and 25.

The Young County League has persuaded the Graham Chamber of Commerce to finance it, which puts one big bother out of the way. A dispatch says that at a meeting of the Board of Directors recently "... it was decided to underwrite the expenses of the Interscholastic League meet for the schools of Young County to be held here in March."

W. C. Darnell, Superintendent of Schools, Grand Saline, transmits the following concerning League activities in the "Free State of Van Zandt": "All Interscholastic League meets for Van Zandt County will be held in Grand Saline. Directors for each department are busy making preparations for a great year in the League."

The Denison schools, according to the *Herald*, have organized for carrying on the spelling competitions, as follows:

Interscholastic League spelling coaches of the Denison schools met at the High School Monday afternoon for organization preparatory to launching the year's work. Miss Wilma Carroll is junior spelling director; Miss Nona Lee Taylor, director of third, fourth and fifth grade spelling (formerly known as sub-junior spelling), and Miss Inez Cartwright is in charge of senior spelling.

"Each Denison school will enter two students in the county interscholastic meeting to be held at Sherman next spring. In the local city-wide contest, held previous to the county meeting,

As an antidote for the depression League contests are recommended by Thos. Y. Yee, of San Benito. He says: "We are getting set for a good year of League work. I find the League is a good antidote for the depression for it gives the children and their parents something worthwhile to think about."

Dates Reported  
Following are counties that have reported dates. If error is noticed, correction should be sent in to the State office: Bailey, March 24-25; Bell, March 18 and 24-25; Bosque, March 23-25; Burnet, March 4; Callahan, March 24-25; Cherokee, March 16-17; Cooke, March 23-25; DeWitt, March 25; Falls, March 24-25; Freestone, March 16-17; Grimes, March 24-25; Hamilton, March 16-18; Hidalgo, March 24-25; Lubbock, March 24-25; Mason, March 24-25; Orange, March 24-25; Polk, March 3-4; Shelby, March 17-18; Stephens, March 24-25; Williamson, March 24 and 31.

LETTER BOX

(Continued from Page One)

Tiny Tot story-telling is being thoroughly organized in Randall County, according to advice from Miss Thelma Thorp, of Canyon. "We gladly volunteer," she says in a recent letter, "to conduct the contest according to the rules outlined in the LEAGUER for September. I appreciate very much Miss Mildred Smith's helpfulness and enthusiasm, and think that you are very fortunate in having secured her services."

Raynal, Lamar and Houston will enter three students each, and Peabody and Central will each enter five. Dr. F. B. Hughes, superintendent of Denison schools, is county Interscholastic League director."

Miss Mary Shipp Sanders, County Supervisor of Johnson County, writes encouragingly concerning League activities in that county, as follows:

"In the midst of a very busy Saturday in the office I turn to the typewriter to say that Johnson County is buzzing with interest in Interscholastic League activities and that neither the County Superintendent (Mr. I. G. Kennon) nor the County Supervisor (Mary Shipp Sanders) has this year's bulletin. How do we get them?"

"I find much interest developing in the picture memory contest and I wish to encourage many schools to participate in this feature of the meet. As you know I have not been in active work